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ABSTRACT

Recommendations of the President's National Advisory Council on Adult Education are the subject of this first annual report. The activities of the Council during its first year are listed. Recommendations for Action are: (1) a higher budget priority for adult education in Fiscal Year 1973, and the development of a Comprehensive Adult Education Act; (2) a single agency to be held accountable for the coordination of all adult education services financed by the federal government; (3) career-oriented education for adults; (4) reactivation of G.I. educational benefits; (5) development of a national plan for adult education programs in correctional institutions; (6) expanded use of local educational facilities to include adults; (7) establishment of educational programs of substance for the senior citizen; and (8) the President establish a Bicentennial Year White House Conference on Adult Education. Appendix A to the report presents data from federally supported adult basic education (ABE) programs. It includes a brief review of 309(b) and (c) projects, and statistics from adult basic education programs. Appendix B presents charts and tables of Instructional Sources of Adult Education; Adults as Full Time Students; Level of Education: White and Black Adults; and Education and Income: White and Black Adults. (DB)

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NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

ANNUAL REPORT

MARCH 1972

AC 012451

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION
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March 30, 1972

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Dear Mr. President:

It is with great pleasure that I submit to you the Annual Report of the National Advisory Council on Adult Education as required in Public Law 91-230, "Title III - Adult Education Act." Copies will be provided to the Secretary of Health, Education, and Welfare and the United States Commissioner of Education.

The report reviews accomplishments and problems of adult education under provisions of the Act and includes issues and recommendations for the improvement of programs of education for adults. The issues and recommendations are a result of program visitations in the field as well as dialogue with the practitioners of adult education.

The Council would welcome the opportunity to discuss these recommendations and other concerns with whomever you may designate. We are convinced that our recommendations are relevant.

Sincerely yours,

Leonard R. Hill
Chairman

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The White House
Washington, D.C.

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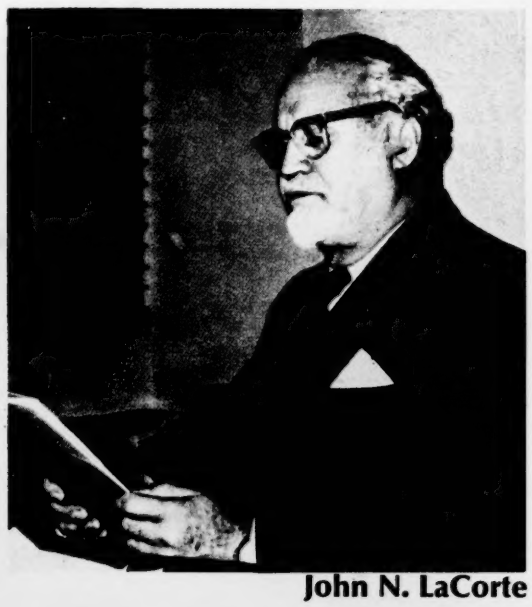

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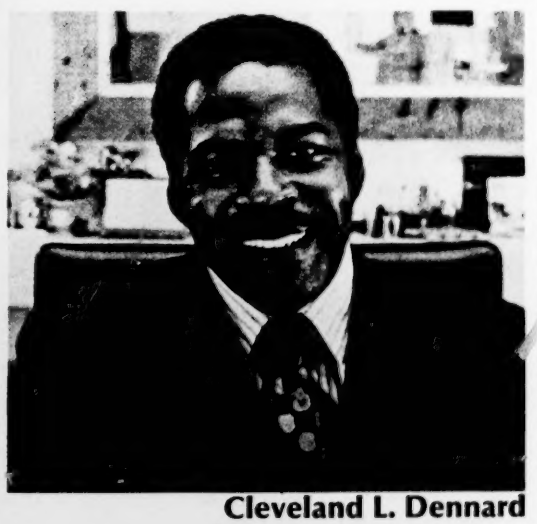

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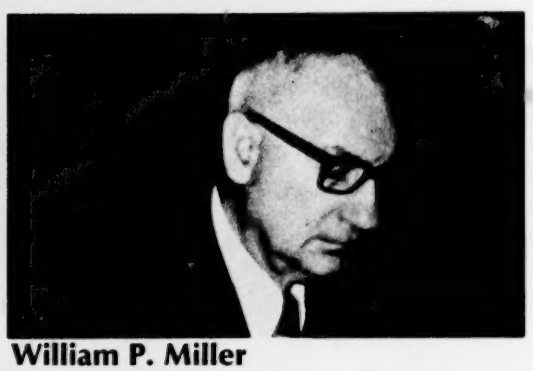

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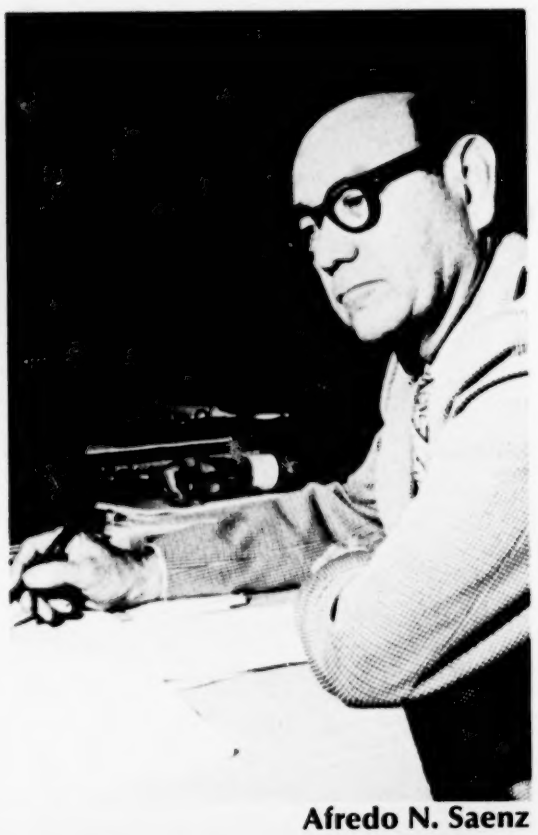

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CONTENTS

Page

INTRODUCTION 3

THE COUNCIL AND ITS ACTIVITIES 5

RECOMMENDATIONS FOR ACTION 7

RECOMMENDATIONS

- Legislation and the Act 8
- Cooperation/Coordination 10
- Career Education 12
- Reactivation of G.I. Educational Benefits 14
- Correctional Reform 16
- Utilization of Educational Facilities 18
- The Senior Citizen 20
- White House Conference 22

APPENDIXES

- Appendix A 25
  - Special Projects 309(b) 27
  - Teacher Training 309(c) 29
  - Statistical Tables 30
- Appendix B 39
  - Instructional Sources of Adult Education 41
  - Adults as Full Time Students 43
  - Level of Education: White and Black Adults 44
  - Education and Income: White and Black Adults 44

INTRODUCTION

Our nation cannot afford an educational system that is solely child-centered. It would be too expensive.

Adults, not children, are making the decisions that affect all functions and actions of our government. Adults, not children, are responsible for our productive output. Adults, not children, are confronted with the problems of parenthood and family life. Adults, not children, are challenged by environmental problems that threaten all future generations. Adults, not children, are faced with increased costs of living.

For these reasons adults, even more than children, need education *now*. Yet the education available to them is dangerously insufficient.

True, adult education has taken great strides in the past ten years. Less than a decade ago, a handful of colleges and universities offered graduate and undergraduate programs in adult education. Today, their number is more than 100, and growing. In the early sixties, less than a dozen state departments of education had fulltime leadership in adult/continuing education. Today, every state and territory has such leadership. In 1959, there were 3,428,000 people enrolled in public school adult education classes. In 1971, there were 5,590,000 enrolled. In 1965, there were 37,900 people enrolled in adult basic education classes. In 1971, that number had leaped to 627,340 participants with a 1972 projected enrollment of 691,000.

Unfortunately, there are some sobering facts that make the advances cited above seem less impressive. Consider them again, in light of the following towering evidence of expanding *need* for adult education:

- Seventy million persons over 16 years of age have less than a high school diploma
- Unemployment hovers between 5 and 6%
- Problems of health and human relations are accelerating
- Crime in our cities is on the rampage
- Environmental illiteracy is widespread
- Welfare rolls are lengthening, at great psychological cost to the recipient and great financial cost to the taxpayer

Obviously, adult education can no longer be the stepchild of our educational system, the last to be financed, the first to suffer budget cuts.

What can be done to help adult education come fully of age, to help it shoulder its tremendous responsibilities in one of the most crucial eras our country has ever faced? How can it become more accountable for its methods and results and raise the quality of its services? What can be done, and what innovative methods can be used to bring education to *all* adult citizens, not just a few?

To help find answers to these questions, President Nixon appointed this National Advisory Council on Adult Education. Its recommendations are the subject of this Report.

THE COUNCIL and ITS ACTIVITIES

In March, 1971, fifteen members of the National Advisory Council on Adult Education were administered the oath of office in Washington, D.C. Though appointed in July of 1970, it was not until March of 1971 that the Council became operational on the call of the U.S. Commissioner of Education. One of its major roles is to advise the Commissioner of Education in the preparation of regulations and on policy matters arising in the administration of Public Law 91-230, Title III, the Adult Education Act.

In the past year the Council has—

- established a Washington based office and created four committees:
  - ☆ Executive Committee
  - ☆ Agency, Interagency, Research and Evaluation Committee
  - ☆ Legislative Committee
  - ☆ Public Relations, Publicity and Publications Committee
- reviewed the administrative practices and effectiveness of programs under the Adult Education Act
- engaged in written and verbal dialogue at the grass roots of adult education, and within varying levels of the federal government
- issued an Interim Report, and identified twenty adult/continuing education concerns needing action
- held eight full Council meetings in cities across the country; attended local, state, regional, and national conferences
- been instrumental in helping the broadcast industry devise programs for adults who have not finished high school
- brought together directors of national organizations to discuss adult education problems and solutions
- been active with national and state committees on career education

- conducted visitations to local and state adult education programs
- worked closely with government agencies outside USOE which have funds for adult education programs

In the early stages of the Council's operation, it became apparent that several problems needed immediate attention by the Office of Education. They related to:

1. Special Experimental Demonstration Projects [Sec. 309(b)]
2. Teacher Training [Sec. 309(c)]
3. State Plans, Rules and Regulations
4. Secondary Education Programs for Adults
5. The Level of Federal Funding

These issues were discussed with the Commissioner of Education and, through the Bureau of Adult, Vocational and Technical Education, solutions were developed and in some cases immediate action taken to solve problems.

One of the Council's first accomplishments was conducting a research project which provided an examination and critique of teacher training and other special projects funded under Sections 309(b) and (c) of the Adult Education Act. The project also provided a statistical survey of state grant adult basic education and identified accomplishments, problems, and the present status of state programs. A third section of the research document was a synopsis of federal laws which have an adult education component, and a categorization of federal adult programs. Also included was a glossary of national adult education associations and voluntary organizations.

Yes, your Council on Adult Education has been working.

RECOMMENDATIONS FOR ACTION

☆ A higher budget priority for adult education in Fiscal Year 1973, and the development of a Comprehensive Adult Education Act

☆ A single agency to be held accountable for the coordination of all adult education services financed by the federal government

☆ Career-oriented education for adults

☆ Reactivation of G.I. educational benefits

☆ Development of a national plan for adult education programs in correctional institutions

☆ Expanded use of local educational facilities to include adults

☆ Establishment of educational programs of substance for the senior citizen

☆ The President of the United States establish a Bicentennial Year White House Conference on Adult Education

LEGISLATION and the ACT

THE PROBLEM

Federal funds have been authorized by Congress for secondary education for adults, but none have actually been made available to adult educators with which to conduct secondary programs. Yet the need is great. Census figures reveal that more than 70 million adults over age 16, for one reason or another, have not completed high school.

Funds have been both authorized and appropriated for adult basic (education through an eight-grade competency level), and they have been put to good use.

- During the last seven years, 3 million students have been enrolled in federally funded adult basic education classes
- Many other adults have been helped by state and local funds, as a result of partnership with federal programs
- In 1969 about 1 person in 100 in this country was illiterate, compared with 1 in 45 in 1959
- New graduate and undergraduate degree programs have been initiated, and a national system of staff development will be underway this summer
- Research projects are developing and testing new methods for meeting adult learning needs
- Participation figures are mushrooming

It is reasonable to assume that a greater appropriation of the federal funds for adult secondary education would provide more millions of adults with much-needed educational opportunities.

The delivery system . . . composed of teachers, counselors, volunteers, administrators, school facilities, and supportive agencies . . . is ready. The commitment has been made by the Congress and the Executive Branch of government. Yet the funding appropriation is woefully short of the need.

Just as urgent as adequate funding is the need for new adult education legislation. The existing Act (P.L. 91-230) will terminate June 30, 1973.

RECOMMENDATION

The Council recommends that the FY-73 appropriation for Public Law 91-230, the Adult Education Act, be given a high priority rating in budget decisions. Because the existing AE legislation terminates June 30, 1973, the Council also strongly recommends the immediate development of an expanded and comprehensive Adult Education Act.

Public Law 91-230
91st Congress, H. R. 514
April 13, 1970

An Act

To extend programs of assistance for elementary and secondary education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Elementary and secondary education assistance programs, extension.

POLICY WITH RESPECT TO THE APPLICATION OF CERTAIN PROVISIONS OF FEDERAL LAW

TITLE III—AMENDMENTS TO THE ADULT EDUCATION ACT OF 1966

EXTENSION AND REVISION OF THE ADULT EDUCATION ACT OF 1966

SEC. 301. Effective on and after July 1, 1969, title III of the Ele- [illegible] the Adult [illegible] Stat. 1214;

COOPERATION/ COORDINATION

THE PROBLEM

The National Advisory Council on Adult Education has identified over 50 federal programs which provide varying types of educational and training services for the adult. Other research identifies four times this number. How might the coordination of various agencies and their programs begin? This is a fair question and an obvious one as adult educators wish to assure that all educational services have the advantages of the best techniques available.

Congress has and continues to fund educational assistance programs for adults to agencies who are outside the field of education. This proliferation makes the task of cooperation extremely difficult, often resulting in duplication of effort, program gaps, wasted funds, and unnecessary competition by agencies for participants. Without agency cooperation and coordination, successful new methods for working with adults, developed and tested in one program, are rarely disseminated to other programs.

The educational consumer is placed in a maze which requires his movement from one agency to another in order to procure the type of program necessary to meet his needs. This search is often expensive, time-consuming and frustrating.

RECOMMENDATION

The Council recommends that a single federal agency have the responsibility for coordinating all federal programs providing educational opportunities for adults.

CAREER EDUCATION

THE PROBLEM

Education reform presently underway through the U.S. Office of Education seeks to establish a new relationship between education and work—not just preparation for low skill work or for the limited number of top professional posts, but education for all types of work. Known as "career education" the reform movement has special implications for adult education and all involved in any way with its direction and purpose.

The U.S. Office of Education is presently formulating the necessary foundations for various models in career education. Once again, it appears that a disproportionate amount of time, effort, and financing will be spent on a K-12 program for youth with "too little and too late" a planning phase for the adult citizen. The adult who is presently employed, facing unemployment or underemployment, needs specific educational programs which provide career advancement, and career entry and exit at any level at any time.

Career education should reform the entire education process on the basis of people learning throughout their lives at times when learning best takes place. Lifelong learning, as opposed to extended schooling which ends at a point in an adult's life, is a reality of our service occupation-oriented society. To accurately reflect this reality, career education must adopt a lifelong learning approach based on problem solving.

RECOMMENDATION

The Council supports the concept of career-oriented education for adults. By adding its voice to the many already joined in developing career education directions, the Council strongly urges inclusion of countless numbers of adults who will benefit from adult education with a career renewal approach.

The National Advisory Council on Adult Education recommends that career education research models developed by the U.S. Office of Education be modified to reflect the diverse needs of adults.

REACTIVATION of G.I. EDUCATIONAL BENEFITS

THE PROBLEM

The G.I. Bill (WW II–Korean-Vietnam) has been described by many statesman, educators, the military, business-industry, and the recipients as one of the better pieces of federal legislation ever enacted. Yet 50% of WW II veterans and 58% of Korean War veterans elected not to use their educational benefits . . . in spite of the fact that, at the time of separation from the armed forces, 54.6% of WW II veterans, 37.5% of Korean veterans and 21.1% of Vietnam veterans had completed less than four years of high school.

Adult education should help provide training and retraining for these veterans, many of whom are not aware of:

- Who is eligible and for what benefits?
- What schools they may attend?
- What financial allotments are available?
- What courses are G.I.-approved?

The veteran should not be denied the educational benefits he earned yet elected not to activate because of other priorities which seemed more important at the time.

Now, with high national unemployment and a greater need for individual job versatility, the expired educational benefits of these veterans should be reactivated.

RECOMMENDATION

The Council recommends that the Veterans Administration immediately initiate a feasibility study on the reactivation of G.I. educational benefits for veterans who have educational training allowances which have either elapsed or have not been activated.

CORRECTIONAL REFORM

THE PROBLEM

Rehabilitation is the major purpose of the Correctional Institution. Recent turmoil at Attica, San Quentin, and other prisons, reformatories, jails and penal farms provide a basis for questioning our system of criminal confinement and rehabilitation. Is rehabilitation of the incarcerated a theory rather than a practice? Rehabilitation must be a program in the truest sense of the word rather than returning the individual to the same state of circumstances that initially created problems.

Chief Justice Warren E. Burger has called for more money and programs for inmate rehabilitation with a *special stress on education and improved education techniques.* "We should develop techniques so that an inmate can literally 'learn his way' out of prison," the Chief Justice stated recently at a national conference on corrections.

If we are to cut down the high rate and high cost of recidivism, current haphazard and ineffective rehabilitation methods must be reorganized into full-fledged programs of career-oriented adult education. Add to this the urgent preservice and inservice educational needs of persons employed in correctional institutions, and the task for adult education becomes formidable.

RECOMMENDATION

The Council recommends the immediate development of a national plan providing individuals in correctional institutions every type of educational opportunity which research and experience indicate may be of benefit in the self-renewal process.

The Council further recommends that special professional retraining and training opportunities be made available to individuals employed in the correctional field.

UTILIZATION of EDUCATIONAL FACILITIES

THE PROBLEM

The American public education system below the collegiate level has traditionally been a formal learning center for the young, operating in many communities only 6 hours a day, 5 days a week, 39 weeks a year. Public school buildings and equipment are not fully used; in fact, stand empty and idle a large percentage of the time although they represent a large expenditure of tax dollars.

Generally within walking distance of each citizen is an educational facility which could serve as a community/neighborhood center. With little effort, these darkened, sleeping, concrete giants named schools could be the focal point for mobilizing human and institutional resources within the community to:

- help local institutions, schools, government and business become genuinely responsive to human needs and wants
- by their accessibility and convenience provide the necessary encouragement for people to help themselves to a better life
- eliminate costly duplication of local adult education services and programs

Schools are owned and supported by the public and yet, for the most part, are only used by our youth. These facilities should be adapted to broad community use.

RECOMMENDATION

The Council recommends that the adult population of the United States seek the broader use of their tax-supported school buildings and facilities for all forms of adult and continuing education.

THE SENIOR CITIZEN

THE PROBLEM

The recent White House Conference on Aging revealed that the nation has 20 million citizens over the age of 65, and forecasts that in the 1990's the number of Americans over that age will exceed 27 million.

Old age often means a time of fixed income, anguish, loneliness and isolation, poor health, and dwindling opportunities for a continued, redirected, productive life.

Various pieces of legislation have recently provided assistance for improving the older citizen's physical condition. Yet, the aged are seldom provided with the leadership and opportunities for a more active and meaningful life.

Our nation is the loser if it does not capitalize on the knowledge and skills possessed by its millions of older citizens. These talented untapped individuals with the advantages of life experience, specialized knowledge and skills, and the rare commodity of *time* are in a position to be of real service to society on environmental problems, working with dropouts, tutoring, health services, and consultative work with business and industry—to name just a few.

RECOMMENDATION

The Council recommends that in order to implement the educational recommendations of the 1971 White House Conference on the Aging, efforts begin immediately to provide adult educators with a new view of the older citizens in their communities, and new ways of involving these citizens in setting up task forces that tap their knowledge and skills.

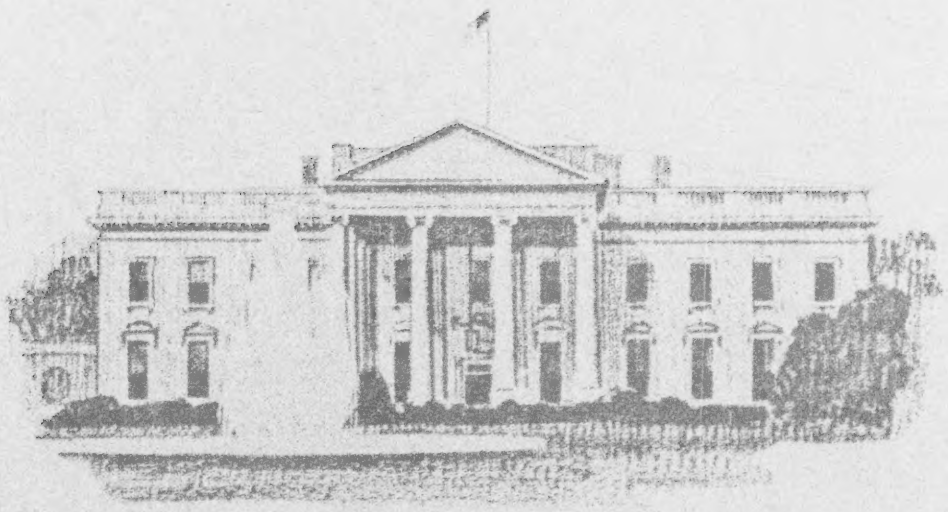
Significant USOE adult education discretionary funds should be earmarked for pilot demonstration projects. These projects should be designed to mobilize local leadership for new approaches to involving older citizens in community life.

WHITE HOUSE CONFERENCE

THE PROBLEM

The adult education concerns focused on in the Council's Interim Report and this Annual Report all relate to basic and urgent problems confronting this nation.

To bring them to the attention of all citizens, as well as to educators, legislators and decision-makers at all levels, local, state and national, the powerful spotlight of a White House Conference is needed. Such an event would stimulate action on all adult education fronts by the emerging effects of study groups, research, workshops, agency dialogue, and face-to-face encounters of interested individuals.



RECOMMENDATION

The National Advisory Council on Adult Education strongly recommends that the President of the United States sponsor a BICENTENNIAL YEAR WHITE HOUSE CONFERENCE ON ADULT EDUCATION. A focus on educational opportunities for adults would be the goal of the 1976 conference with specific objectives on:

- The development of a national policy on adult education
- Providing data for use in charting a USOE ten-year plan
- Aiding adult education to take its rightful position as an equal component of the educational enterprise
- Agency coordination and cooperation for the development of a delivery system of services for the adult
- The elimination of bureaucratic overlap and duplication of services which often create program voids and gaps
- An awareness of educational programs available to the adult
- Providing international leadership in adult education
- Focusing on the problems/concerns and recommendations of the National Advisory Council on Adult Education

A BICENTENNIAL YEAR WHITE HOUSE CONFERENCE should result in a national commitment to *Lifelong Learning* as the goal of American education.

APPENDIX A

The intent of Appendix A is to present data from federally supported adult basic education (ABE) programs. It includes a brief review of 309(b) and (c) projects, and statistics from adult basic education programs.

SPECIAL PROJECTS 309(b)

The special projects are authorized by Section 309(b) of the Adult Education Act, which states:

> "The Commissioner is authorized to make grants to local educational agencies or other public or private nonprofit agencies, including educational television stations for special projects which will be carried out in furtherance of the purposes of this title, and which:
>
> "(1) involve the use of innovative methods, systems, materials, or programs which the Commissioner determines may have national significance or be of special value in promoting effective programs under this title, or
>
> "(2) involve programs of adult education, carried out in cooperation with other Federal, federally assisted, State or local programs which the Commissioner determines have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies."

In fiscal year 1970, there were forty-one projects funded at a total of $7,899,838. Forty-nine projects were funded in fiscal year 1971 with a total of $6,638,811. Special projects funded in fiscal year 1971 sought to serve the educationally, socially, and economically disadvantaged adult by several methods. One method of better serving adults was through cooperation among agencies in co-funding projects. ABE projects in conjunction with model cities and postal academy programs are examples of one or more agencies working together. Another focus was on determining the educational needs of adults lacking basic skills, as contrasted to those for children, in order to develop better instructional materials.

Many special 309(b) ABE projects included the following activities:

- Stimulating participant self-development and encouraging the adult student to be an independent and continuous learner
- Addressing and abstracting adult basic education instructional materials
- Developing and field testing a comprehensive model for ABE program evaluation which will incorporate output and efficiency measures and strategies for assessment of qualitative factors in program operation
- Developing communication and computational skills as a basis for attitudinal changes that help the participant to become more effective as a parent, as a consumer, and as a fully responsible citizen
- Developing a model by which public schools can organize and implement a program relating adult education to community problem-solving
- Providing ABE for mentally disturbed individuals, who have been recently discharged from institutions, to enable them to become more employable and productive citizens
- Helping professionals, associate professionals, and volunteer leaders in community basic education institutions and related programs to develop more effective interorganizational communicative linkages
- Developing basic education programs for linguistically, culturally, and geographically isolated adults
- Developing an "Adult Sesame Street" approach for adult education using educational television
- Providing adult education services to residents of model cities in cooperation with the Housing and Urban Development Model Cities Program

TEACHER TRAINING 309(c)

The Adult Education Act (P.L. 91-230) makes provision for the training of adult personnel. Section 309(c) states:

> "The Commissioner is authorized to make provision for training persons engaged, or preparing to engage, as personnel in adult education programs designed to carry out the purposes of this title, including the payment of such stipends and allowances (including traveling and subsistence expenses, if any, for such persons and their dependents) as the Commissioner may determine by regulation. The Commissioner may provide such training directly or by contract or he may provide for such training by making grants to institutions of higher education, State or local educational agencies, or other appropriate public or private agencies or organizations."

During fiscal year 1970, 20 inservice and preservice training opportunities were provided for 1,727 teachers, teacher-trainers, and administrators in summer institute programs held at colleges and universities throughout the country. A total of $1,980,637 was granted to conduct these institutes.

In fiscal year 1971, $3,360,016 was allocated to 35 teacher training programs. The increased funding level permitted approximately 2,600 personnel to attend summer institutes in order to become better prepared as teachers, administrators, counselors, and associate professionals working in programs for adults.

Training proposals included the following:

- Effective techniques for training personnel of special population groups such as Urban Blacks, Rural Blacks, Migrants, Spanish-Speaking, French-Speaking, Asians and Indians.
- Innovative programs for development and utilization of associate professionals and volunteers in ABE programs.
- The development of university level programs to prepare teachers for adult basic education programs.

In FY-72 approximately three million dollars will be allocated for regional staff development.

TABLE 1

STUDENTS IN ADULT BASIC EDUCATION PROGRAMS UNDER PROVISIONS OF PUBLIC LAW 91-230, TITLE III— AMENDMENTS TO THE ADULT EDUCATION ACT OF 1966

State	1971 [1]	1970 [2]	1969 [2]
U.S. TOTALS	**627,340**	**535,888**	**484,626**
Alabama	13,447	11,222	10,955
Alaska	1,972	1,266	1,064
Arizona	4,546	4,033	3,028
Arkansas	7,036	5,973	6,122
California	57,278	55,111	50,378
Colorado	5,882	4,195	3,033
Connecticut	11,117	9,689	9,497
Delaware	1,285	1,264	987
District of Columbia	3,163	3,476	2,882
Florida	44,358	24,092	26,117
Georgia	25,953	19,317	17,825
Hawaii	13,765	7,849	7,078
Idaho	3,087	2,446	1,794
Illinois	27,809	25,719	25,314
Indiana	8,212	6,367	5,616
Iowa	10,421	8,476	6,232
Kansas	4,002	2,968	2,357
Kentucky	16,453	14,092	11,446
Louisiana	14,464	15,539	13,438
Maine	1,794	1,613	1,431
Maryland	8,794	6,758	5,943
Massachusetts	14,288	14,220	13,930
Michigan	18,671	15,409	13,211
Minnesota	3,256	2,752	2,384
Mississippi	13,902	11,083	9,354
Missouri	11,549	9,760	6,841
Montana	1,094	858	846
Nebraska	3,838	1,845	1,740
Nevada	1,394	1,278	1,393
New Hampshire	1,676	1,263	1,024
New Jersey	14,944	11,413	9,947
New Mexico	5,474	4,248	3,294
New York	12,691	20,520	13,112
North Carolina	24,807	26,398	22,542
North Dakota	1,358	874	691
Ohio	20,939	16,613	12,739
Oklahoma	9,521	9,310	8,147
Oregon	5,172	3,576	2,397
Pennsylvania	17,738	14,657	17,755
Rhode Island	2,888	2,280	1,798
South Carolina	18,700	13,848	13,164
South Dakota	1,304	1,412	1,225
Tennessee	15,974	14,347	14,304
Texas	57,439	53,111	46,171
Utah	1,580	1,396	1,602
Vermont	2,300	2,386	2,022
Virginia	13,375	9,750	10,761
Washington	4,518	4,336	4,149
West Virginia	12,043	10,335	10,195
Wisconsin	6,599	4,090	3,401
Wyoming	1,009	912	912
American Samoa	383	80	0
Guam	635	457	476
Puerto Rico	20,318	19,238	20,239
Trust Terr. Pacific	804	93	0
Virgin Islands	321	275 [1]	323

[1] Figures from State, USOE/BAVTE reports FY–71.

[2] Nicholas A. Osso, Adult Basic Education Program Statistics. Washington: U.S. Government Printing Office, 1971. U.S. Department of Health, Education, and Welfare, Office of Education: (Bulletin 1971, GPO No. HE 5.213:13037–70), pp. 14-15.

TABLE 2

PERCENT OF ANNUAL ENROLLMENT IN ADULT BASIC EDUCATION PROGRAMS BY AGE GROUP UNITED STATES, FISCAL YEARS 1969, 1970 [1]

Age Group	1970	1969
18–24	26	24
25–34	27	26
35–44	24	25
45–54	13	15
55–64	7	7
65–over	3	3

TABLE 3

PERCENT OF ANNUAL ENROLLMENT IN ADULT BASIC EDUCATION PROGRAMS BY SEX UNITED STATES, FISCAL YEARS 1969, 1970 [1]

Sex	1970	1969
Male	43	44
Female	57	56

TABLE 4

PERCENT OF ANNUAL ENROLLMENT IN ADULT BASIC EDUCATION PROGRAMS BY RACE UNITED STATES, FISCAL YEARS 1969, 1970 [1]

Race	1970	1969
White	50	50
Negro	38	40
American Indian	1	1
Oriental	4	3
Other nonwhite	7	6

[1] Nicholas A. Osso, Adult Basic Education Program Statistics. Washington: U.S. Government Printing Office, 1971. U.S. Dept. of Health, Education, and Welfare: Office of Education: (Bulletin 1971 No. HE 5.213:)(13037–70), p. 18.

TABLE 5

STUDENTS IN ADULT BASIC EDUCATION PROGRAMS BY AGE AND STATE UNITED STATES, FISCAL YEAR 1970 [1]

State	Total	18–24	25–34	35–44	45–54	55–64	65–over
U.S. Totals	**535,888**	—	—	—	—	—	—
Unclassified	**306**	—	—	—	—	—	—
Classified	**533,197**	**139,941**	**144,654**	**126,912**	**70,983**	**35,282**	**15,425**
Alabama	11,222	2,244	2,001	2,468	2,356	1,571	582
Alaska	1,266	400	378	327	115	35	11
Arizona	3,859 [2]	965	1,135	993	480	215	71
Arkansas	5,973	1,584	1,138	1,226	1,021	710	294
California	53,458 [3]	12,675	16,533	13,226	6,613	3,306	1,105
Colorado	4,195	1,136	1,399	938	514	176	32
Connecticut	9,689	3,134	3,019	1,955	1,053	394	134
Delaware	1,264	537	369	203	88	46	21
District of Columbia	3,476	1,082	850	804	603	122	15
Florida	24,092	3,911	5,235	6,808	4,704	2,490	944
Georgia	19,317	4,630	4,298	5,787	2,541	1,342	719
Hawaii	7,849	1,027	1,600	1,558	1,310	1,014	1,340
Idaho	2,446	841	832	476	205	75	17
Illinois	25,719	6,687	7,973	5,401	3,343	1,286	1,029
Indiana	6,367	1,888	1,856	1,763	624	204	32
Iowa	8,476	3,713	2,322	1,458	720	212	51
Kansas	2,968	389	449	736	865	482	47
Kentucky	14,092	4,605	4,038	2,921	1,651	705	172
Louisiana	15,539	5,227	2,957	2,633	2,184	1,542	996
Maine	1,613	381	429	358	253	140	52
Maryland	6,758	1,393	2,076	1,828	916	396	149
Massachusetts	14,220	4,664	4,149	3,219	1,556	502	130
Michigan	15,409	3,668	4,045	3,453	2,158	1,197	888
Minnesota	2,752	823	954	535	302	112	26
Mississippi	11,083	3,445	2,680	2,218	1,644	795	301
Missouri	9,760	3,106	3,455	1,611	1,065	432	91
Montana	858	331	250	164	73	36	4
Nebraska	1,845	431	494	454	297	136	33
Nevada	1,278	424	392	255	145	51	11
New Hampshire	1,263	358	359	274	177	69	26
New Jersey	11,413	3,267	3,657	2,628	1,282	579	0
New Mexico	4,248	1,063	1,058	977	870	228	52
New York	20,520	5,347	6,285	4,906	2,478	1,337	167
North Carolina	26,398	1,320	8,278	12,839	2,640	1,056	265
North Dakota	874	199	255	231	138	47	4
Ohio	16,055 [4]	3,532	4,530	4,284	2,212	954	543
Oklahoma	9,310	2,737	2,949	2,033	1,083	379	129
Oregon	3,576	1,351	1,040	671	371	120	23
Pennsylvania	14,657	5,748	4,264	2,453	1,284	450	458
Rhode Island	2,280	698	767	432	191	152	40
South Carolina	13,848	3,185	3,047	3,462	2,354	1,246	554
South Dakota	1,412	445	468	249	100	63	87
Tennessee	14,347	4,281	3,357	2,949	2,065	1,203	492
Texas	53,111	11,145	13,213	11,825	8,565	5,612	2,751
Utah	1,396	347	486	335	142	68	18
Vermont	2,091	778	565	410	245	75	18
Virginia	9,750	2,722	2,818	1,947	1,459	607	197
Washington	4,325	1,305	1,362	1,001	509	124	24
West Virginia	10,335	1,818	3,063	3,085	1,649	607	113
Wisconsin	4,090	1,473	1,264	873	310	137	33
Wyoming	912	345	260	173	90	36	8
American Samoa	80	0	28	35	17	0	0
Guam	457	107	167	110	53	20	0
Puerto Rico	19,238	10,972	3,651	2,864	1,245	380	126
Trust Terr. Pacific	93	20	16	43	12	2	0
Virgin Islands	275	37	141	47	43	7	0

[1] Osso, Op. cit., pp. 24–25.
[2] Does not include 174 in the 16–17 age group.
[3] Does not include 1,653 in the 16–17 age group.
[4] Does not include 558 in the 16–17 age group.

TABLE 6

STUDENTS IN ADULT BASIC EDUCATION PROGRAMS BY RACE AND STATE UNITED STATES, FISCAL YEAR 1970 [1]

State	Total	White	Negro	American Indian	Oriental	Other
U. S. Totals	**535,888** [2]	—	—	—	—	—
Nonclassified	**39,842** [3]	—	—	—	—	—
Classified	**496,046**	**247,593**	**189,796**	**5,274**	**19,438**	**33,945**
Alabama	11,222	3,299	7,865	31	20	7
Alaska	1,266	499	152	146	35	434 [4]
Arizona	4,033	3,312	411	264	43	3
Arkansas	5,973	1,745	4,208	5	8	7
California	55,111	28,817	5,511	551	7,715	12,517
Colorado	4,195	3,178	768	49	200	0
Connecticut	9,689	7,005	1,536	12	47	1,089
Delaware	1,264	319	926	17	2	0
District of Columbia	3,476	271	3,195	0	10	0
Florida	24,092	8,100	15,228	38	209	517
Georgia	19,317	6,829	11,719	18	171	580
Hawaii	7,849	305	6	1	6,949	588
Idaho	2,446	1,730	37	212	27	440
Illinois	25,719	9,773	13,460	15	30	2,441
Indiana	6,367	3,476	2,523	116	83	169
Iowa	N/A	N/A	N/A	N/A	N/A	N/A
Kansas	2,968	1,254	906	102	552	154
Kentucky	14,092	10,803	3,177	0	112	0
Louisiana	15,539	5,966	9,482	1	31	59
Maine	1,613	1,501	14	86	12	0
Maryland	6,758	2,358	3,145	31	142	1,082
Massachusetts	5,779	4,873	512	3	68	323
Michigan	15,409	7,881	6,196	137	291	904
Minnesota	2,752	2,162	344	82	34	130
Mississippi	11,083	2,914	8,052	105	6	6
Missouri	9,666	5,128	4,249	4	171	114
Montana	N/A	N/A	N/A	N/A	N/A	N/A
Nebraska	1,845	883	523	113	50	276
Nevada	1,278	420	187	41	107	523
New Hampshire	1,263	1,211	5	0	16	31
New Jersey	11,413	5,467	2,916	3	328	2,699
New Mexico	4,248	3,695	112	380	51	10
New York	20,520	6,449	7,468	43	353	6,207
North Carolina	26,398	9,373	17,025	0	0	0
North Dakota	874	783	6	73	9	3
Ohio	16,613	7,275	8,912	25	107	294
Oklahoma	9,310	5,874	1,924	965	142	405
Oregon	3,576	2,790	487	44	93	162
Pennsylvania	14,657	8,210	5,991	63	114	279
Rhode Island	1,800	1,521	187	0	23	69
South Carolina	13,848	4,152	9,597	21	30	48
South Dakota	1,412	699	19	668	18	8
Tennessee	14,347	7,462	6,858	0	16	11
Texas	53,111	36,100	16,572	154	285	0
Utah	1,396	627	35	338	53	343
Vermont	2,186	2,156	8	1	18	3
Virginia	9,750	4,610	4,875	4	183	78
Washington	4,336	3,075	535	150	328	248
West Virginia	10,335	9,342	938	2	22	31
Wisconsin	2,296	1,409	682	90	9	106
Wyoming	651	494	58	70	29	0
American Samoa	80	0	0	0	0	80
Guam	457	18	0	0	86	353
Puerto Rico	N/A	N/A	N/A	N/A	N/A	N/A
Trust Terr. Pacific	93	0	0	0	0	93
Virgin Islands [2]	275	0	254	0	0	21

[1] Osso, Op. cit., pp. 26–27.

[2] Figures from state, USOE/BAVTE Reports, FY–71.

[3] Includes students that were not classified in: Iowa, Massachusetts, Missouri, Montana, Rhode Island, Vermont, Wisconsin, Wyoming, Puerto Rico.

[4] Includes 382 Eskimos.

TABLE 7

STUDENTS SEPARATED FROM ADULT BASIC EDUCATION PROGRAMS BY REASON AND STATE UNITED STATES, FISCAL YEAR 1970 [1]

State	Total	Reason for Separation				
		Employ-ment	Entered Job Training	Job Change	Lack of Interest	Other [2]
U. S. Totals	**180,675**	**34,372**	**13,905**	**14,451**	**20,389**	**97,559**
Alabama	1,717	337	225	393	673	89
Alaska	598	120	62	52	79	285
Arizona	1,518	153	2	112	77	1,174
Arkansas	1,312	347	218	133	209	405
California	33,748	2,150	331	716	1,108	29,443
Colorado	1,247	295	429	0	326	197
Connecticut	3,437	783	316	275	256	1,807
Delaware	584	70	27	11	112	364
District of Columbia	1,344	422	157	302	272	191
Florida	8,384	1,653	1,052	565	834	4,280
Georgia	5,003	1,551	685	363	774	1,630
Hawaii	1,504	180	80	77	160	1,007
Idaho	1,189	467	259	74	116	273
Illinois	6,706	2,278	890	838	719	1,981
Indiana	1,295	262	394	216	114	309
Iowa	5,824	1,005	632	299	402	3,486
Kansas	1,876	432	228	558	312	346
Kentucky	4,177	477	190	0	1,473	2,037
Louisiana	2,905	936	201	584	599	585
Maine	379	84	55	69	46	125
Maryland	2,845	231	301	259	340	1,714
Massachusetts	2,328	341	111	127	203	1,546
Michigan	3,641	1,256	394	496	503	992
Minnesota	1,209	181	249	41	131	608
Mississippi	4,327	526	256	428	710	2,407
Missouri	3,952	1,262	917	334	306	1,133
Montana	266	49	34	23	95	65
Nebraska	925	298	137	154	180	156
Nevada	668	76	40	58	212	282
New Hampshire	337	29	12	60	51	185
New Jersey	3,394	605	157	428	413	1,791
New Mexico	682	91	113	28	202	248
New York	10,017	1,188	807	788	937	6,297
North Carolina	10,942	1,548	N/A	N/A	N/A	9,394
North Dakota	252	64	29	37	67	55
Ohio	4,905	1,270	804	725	706	1,400
Oklahoma	2,407	239	146	294	1,231	497
Oregon	1,403	292	79	77	138	817
Pennsylvania	4,407	2,569	409	236	482	711
Rhode Island	311	74	N/A	71	66	100
South Carolina	3,015	1,177	194	831	346	467
South Dakota	324	59	18	16	78	153
Tennessee	3,746	822	36	237	327	2,324
Texas	12,963	2,122	697	1,308	2,159	6,677
Utah	623	185	83	85	77	193
Vermont	596	153	185	92	51	115
Virginia	2,384	508	199	320	612	745
Washington	1,062	296	79	118	173	396
West Virginia	6,706	2,041	675	349	671	2,970
Wisconsin	953	196	95	111	0	551
Wyoming	423	50	121	151	101	0
American Samoa	0	0	0	0	0	0
Guam	78	13	0	0	0	65
Puerto Rico	3,807	556	94	527	160	2,470
Trust Terr. Pacific	15	0	0	0	0	15
Virgin Islands	15 [3]	3	1	5	0	6

[1] Osso, Op. cit., pp. 34–35.

[2] Osso's Report states: "Thirty-three states reported separations because enrollees moved.
Thirty States reported separations due to health problems.
Eighteen states reported separations as a result of their enrollees' experiencing transportation problems.
Thirteen states reported separations because enrollees had family problems.
Various other reasons were listed by five States.
Each State reported separations for unknown reasons." p. 7.

[3] Figures from state, USOE/BAVTE reports FY–71.

TABLE 8

TRAINING OF ADULT BASIC EDUCATION PERSONNEL BY TYPE, NUMBER OF PARTICIPANTS, AND STATE UNITED STATES, FISCAL YEAR 1970[1]

State	Teacher Workshops		Personnel receiving preservice and/or inservice		
	State	Local	National	State	Local
U. S. Totals	**683**	**3,460**	**1,465**	**13,884**	**19,793**
Alabama	24	170	12	750	800
Alaska	2	10	15	38	21
Arizona	6	10	32	145	215
Arkansas	7	68	22	400	186
California	0	109	N/A	0	861
Colorado	42	67	237	237	300
Connecticut	0	82	34	165	292
Delaware	4	13	30	63	41
District of Columbia	1	53	3	28	85
Florida	19	61	12	45	657
Georgia	46	140	11	2,237	530
Hawaii	3	4	11	82	42
Idaho	4	10	25	3	52
Illinois	27	99	7	315	1,009
Indiana	4	36	22	182	170
Iowa	6	26	4	188	279
Kansas	1	4	0	65	109
Kentucky	10	60	30	704	466
Louisiana	25	36	38	768	425
Maine	16	39	15	128	134
Maryland	5	48	10	122	222
Massachusetts	3	15	21	144	103
Michigan	23	58	22	279	354
Minnesota	0	11	3	3	3
Mississippi	18	432	10	716	2,348
Missouri	7	56	20	345	217
Montana	3	0	7	56	37
Nebraska	6	30	8	40	111
Nevada	2	4	5	20	19
New Hampshire	6	14	14	132	173
New Jersey	87	182	10	555	519
New Mexico	5	12	30	110	230
New York	29	141	56	343	507
North Carolina	4	54	31	177	648
North Dakota	3	0	1	47	0
Ohio	10	112	45	725	539
Oklahoma	7	56	23	360	497
Oregon	5	17	27	119	378
Pennsylvania	26	232	42	465	503
Rhode Island	3	0	9	94	82
South Carolina	92	177	39	247	924
South Dakota	4	15	11	18	37
Tennessee	15	180	62	837	979
Texas	27	225	178	668	2,128
Utah	11	11	11	42	96
Vermont	9	12	61	206	60
Virginia	3	81	21	128	348
Washington	2	23	21	7	69
West Virginia	7	44	9	22	318
Wisconsin	3	70	53	38	140
Wyoming	2	4	3	88	40
American Samoa	3	0	0	0	0
Guam	1	0	0	45	0
Puerto Rico	5	38	40	139	481
Trust Terr. Pacific	0	0	0	4	0
Virgin Islands[2]	0	9	2	0	9

[1] Osso, Op. cit., pp. 42–43.

[2] Figures from State, USOE/BAVTE reports.

TABLE 9

STUDENTS IN ADULT BASIC EDUCATION—FISCAL YEARS 1970, 1971, AND STATE ALLOTMENTS FOR FISCAL YEARS 1970, 1971, 1972 (USOE 1972 Estimated ABE Students, 691,000)

	FY 70 [1]	FY 70 [2]	FY 71 [3]	FY 71 [4]	FY 72 [6]
	ABE Student Participants	ABE State Allotments	ABE Student Participants	ABE State Allotments	ABE State Allotments
U. S. TOTALS	**535,888**	**$40,000,000**	**627,340**	**$44,866,102**	**$51,134,000**
Alabama	11,222	$ 1,199,378	13,447	$ 1,353,404	$ 1,353,404
Alaska	1,266	136,550	1,972	141,671	166,536
Arizona	4,033	379,898	4,546	419,113	419,113
Arkansas	5,973	701,583	7,036	785,866	785,866
California	55,111	2,137,446	57,278	2,422,896	2,894,965
Colorado	4,195	275,835	5,882	300,470	425,700
Connecticut	9,689	503,143	11,117	559,625	646,371
Delaware	1,264	162,892	1,285	171,704	219,465
District of Columbia	3,476	231,310	3,163	249,708	282,806
Florida	24,092	1,159,832	44,358	1,308,317	1,308,317
Georgia	19,317	1,515,610	25,953	1,713,940	1,713,940 [7]
Hawaii	7,849	251,540	13,765	272,771	272,771
Idaho	2,446	153,041	3,087	160,473	248,223
Illinois	25,719	1,633,780	27,809	1,848,667	2,271,708
Indiana	6,367	630,936	8,212	705,322	1,071,829
Iowa	8,476	309,838	10,421	339,237	646,525
Kansas	2,968	282,224	4,002	307,754	528,113
Kentucky	14,092	1,019,688	16,453	1,148,538	1,148,538
Louisiana	15,539	1,414,980	14,464	1,594,803 [5]	1,599,212
Maine	1,613	204,502	1,794	219,144	328,342
Maryland	6,758	682,321	8,794	763,906	777,671
Massachusetts	14,220	835,242	14,288	938,251	1,122,487
Michigan	15,409	1,106,931	18,671	1,248,005	1,702,104
Minnesota	2,752	393,947	3,256	435,130	774,061
Mississippi	11,083	936,895	13,902	1,054,146	1,054,146
Missouri	9,760	824,641	11,549	926,165	1,102,416
Montana	858	164,109	1,094	173,091	251,812
Nebraska	1,845	221,891	3,838	238,968	388,687
Nevada	1,278	123,829	1,394	127,168	180,362
New Hampshire	1,263	160,283	1,676	168,729	254,488
New Jersey	11,413	1,177,851	14,944	1,328,860	1,439,458
New Mexico	4,248	314,106	5,474	344,103	344,103
New York	20,520	3,299,893	12,691	3,748,204	3,783,043
North Carolina	26,398	1,677,851	24,807	1,898,912	1,898,912
North Dakota	874	177,469	1,358	188,322	257,625
Ohio	16,613	1,351,381	20,939	1,526,703	2,094,595
Oklahoma	9,310	531,447	9,521	591,894	620,400
Oregon	3,576	241,935	5,172	261,821	456,536
Pennsylvania	14,657	1,967,553	17,738	2,229,201	2,634,898
Rhode Island	2,280	244,389	2,888	264,619	331,396
South Carolina	13,848	1,056,859	18,700	1,190,918	1,190,918
South Dakota	1,412	165,279	1,304	174,424	263,481
Tennessee	14,347	1,243,389	15,974	1,403,582	1,403,582
Texas	53,111	2,823,537	57,439	3,205,110	3,205,110
Utah	1,396	152,742	1,580	160,132	259,611
Vermont	2,386	135,709	2,300	140,712	208,698
Virginia	9,750	1,272,206	13,375	1,431,946 [5]	1,436,435
Washington	4,336	333,131	4,518	365,793	624,613
West Virginia	10,335	550,582	12,043	613,710	613,710
Wisconsin	4,090	600,765	6,599	670,924	917,375
Wyoming	912	127,831	1,009	131,730	186,843
American Samoa	80	8,000	383	35,900	40,907
Guam	457	48,000	635	62,825	71,598
Puerto Rico	19,238	648,000	20,318	691,075	787,464
Trust Terr. Pacific	93	64,000	804	71,800	81,814
Virgin Islands	275	32,000	321	35,900	40,907

[1] Osso, Op. cit., pp. 14-15.

[2] Distribution of $40,000,000 with 2% ($800,000) reserved for the outlying areas, and the balance distributed with a basic amount of $100,000 to each State and D. C. and the remainder distributed on the basis of the population 16 and over with less than 6 grades of school completed. (Figures from USOE/BAVTE)

[3] Figures from state, USOE/BAVTE Reports, FY–71.

[4] Estimated distribution of $44,875,000 with 2% ($897,500) reserved for the outlying areas, and the balance distributed to the 50 States and D. C. with a basic amount of $100,000 and the remainder distributed on the basis of the population aged 16

TABLE 10

ESTIMATED POPULATION 16 AND OVER WITH LESS THAN A HIGH SCHOOL DIPLOMA,[1] 4/1/60
[revised 11/20/70 BAVTE]

U.S. and Outlying areas	**71,481,113**		
50 States and D. C.	**70,337,088**		
Alabama	1,444,734	Montana	228,506
Alaska	66,976	Nebraska	487,772
Arizona	458,986	Nevada	93,164
Arkansas	827,908	New Hampshire	233,574
California	5,235,147	New Jersey	2,478,137
Colorado	557,882	New Mexico	319,856
Connecticut	975,876	New York	6,917,338
Delaware	167,233	North Carolina	1,966,654
Florida	1,972,683	North Dakota	239,516
Georgia	1,715,109	Ohio	3,719,090
Hawaii	212,818	Oklahoma	926,681
Idaho	221,708	Oregon	616,291
Illinois	4,054,577	Pennsylvania	4,742,530
Indiana	1,781,776	Rhode Island	379,253
Iowa	976,167	South Carolina	1,023,672
Kansas	751,872	South Dakota	250,609
Kentucky	1,422,509	Tennessee	1,620,947
Louisiana	1,371,606	Texas	3,758,837
Maine	373,467	Utah	243,279
Maryland	1,224,582	Vermont	146,840
Massachusets	1,877,731	Virginia	1,618,825
Michigan	2,975,637	Washington	934,663
Minnesota	1,217,746	West Virginia	837,545
Mississippi	947,202	Wisconsin	1,489,210
Missouri	1,839,713	Wyoming	105,441
		District of Columbia	287,213
American Samoa	8,945		
Canal Zone	12,970		
Guam	23,514		
Puerto Rico	1,083,780		
Virgin Islands	14,816		

[1] U.S. Department of Comerce, Bureau of the Census, U.S. Census of Population: 1960, Detailed Characteristics, PC(1) D series for 50 States, D.C. and Puerto Rico; Volume 1, Characteristics of the Population, Parts 54–57 for American Samoa, Guam, and the Virgin Islands.

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and over with less than 6 grades of school completed (4/1/60). Total amount of $45,000,000 with $125,000 reserved for the National Advisory Council on Adult Education. (Figures from USOE/BAVTE)

[5] State allotment reduced, in accordance with Section 416 of P. L. 91–230, due to the ineligibility of Caldwell Parish in Louisiana and Northampton County in Virginia to receive funds because of failure to comply with Title VI of the Civil Rights Act of 1964.

[6] Estimated distribution of $51,300,000 with $166,000 reserved for the Advisory Council, 2% of the balance reserved for the outlying areas and the balance distributed with a basic amount of $150,000 and the remainder distributed on the basis of those 16 and over without a certificate of graduation from high school, (Refer to Table 10) with no State receiving less than its FY 1971 allotment. (4/1/60) (Figures from USOE/BAVTE)

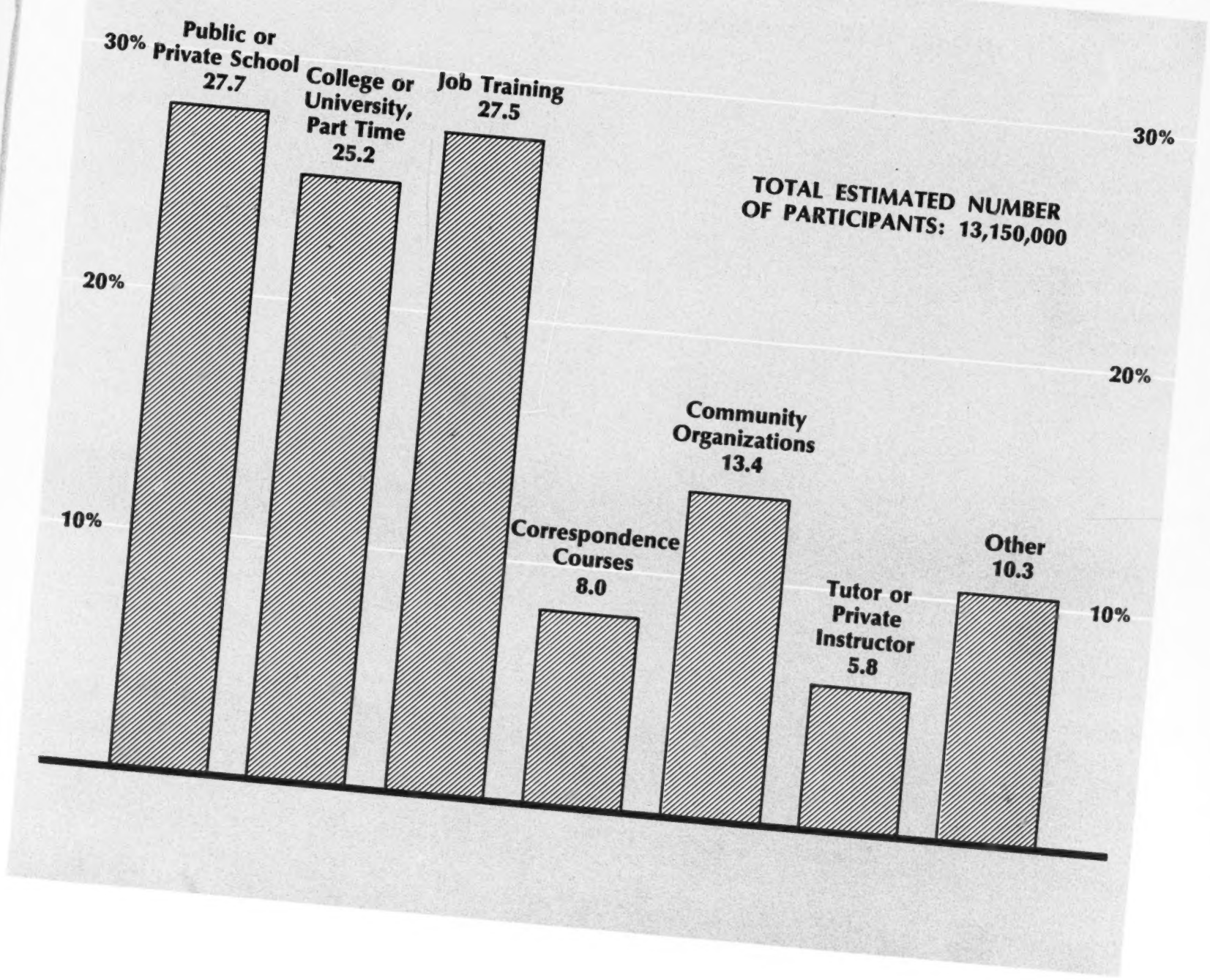
[7] State allotment reduced by $1,247 in accordance with Section 416 of P. L. 91–230, due to the ineligibility of Glascock County to receive Federal funds because of failure to comply with Title VI of the Civil Rights Act of 1964.

APPENDIX 10

39

CHART I

INSTRUCTIONAL SOURCES OF ADULT EDUCATION UTILIZED BY PARTICIPANTS, IN PERCENTS: [1] UNITED STATES, May 1969 [2]



[1] Percentages total more than 100.00 due to participation in more than one instructional source of Adult Education.

[2] Imogene E. Okes, Participation In Adult Education 1969 Initial Report. Washington: U.S. Government Printing Office, 1971. U.S. Department of Health, Education, and Welfare, Office of Education: (Bulletin 1971, No. H.E. 5.213:13041), p. 19.

TABLE I

INSTRUCTIONAL SOURCES UTILIZED FOR ADULT EDUCATION AS PERCENT OF SEX, RACE, AND AGE GROUPS: UNITED STATES, May 1969 [1]

Instructional sources	Total	SEX		RACE			AGE	
		Men	Women	White	Negro	Other	Under 35	35 and over
All sources (in thousands)	**13,150**	**6,898**	**6,253**	**12,036**	**981**	**133**	**6,852**	**6,298**
				Percent [2] of column totals				
Public or private school	27.7	22.6	33.3	27.1	33.8	36.8	27.2	28.2
College or university part time	25.2	26.9	23.3	25.5	21.9	21.8	30.4	19.5
Job Training	27.5	37.1	16.9	27.4	28.7	21.8	28.3	26.6
Correspondence courses	8.0	10.7	5.0	8.3	4.6	4.5	9.3	6.6
Community organizations	13.4	8.3	19.1	13.6	11.4	15.8	9.4	17.8
Tutor or private instructor	5.8	3.9	7.9	5.9	3.3	10.5	4.6	7.1
Other	10.3	10.2	10.4	10.3	9.4	12.8	9.5	11.1

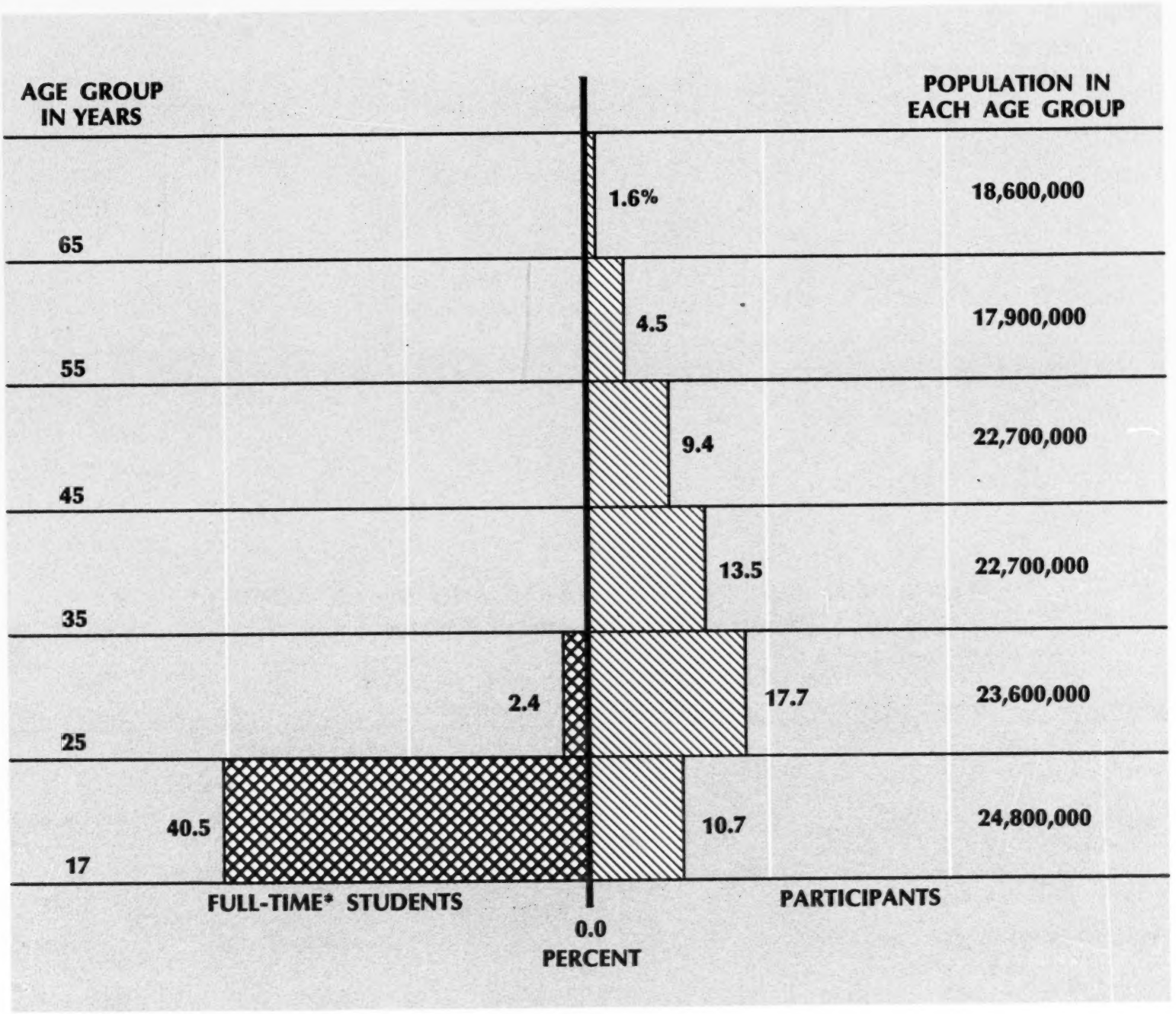
	Total	AGE GROUPS					
		17–24	25–34	35–44	45–54	55–64	65 and over
All sources (in thousands)	**13,150**	**2,656**	**4,195**	**3,066**	**2,134**	**803**	**295**
		Percent [2] of column totals					
Public or private school	27.7	28.6	26.3	28.0	30.0	26.2	21.7
College or university part time	25.2	31.0	30.0	22.4	19.7	13.0	5.4
Job training	27.5	27.9	28.5	27.8	27.4	27.5	6.1
Correspondence courses	8.0	8.9	9.6	6.8	6.7	5.2	6.8
Community organizations	13.4	6.0	11.5	16.6	15.2	20.4	42.4
Tutor or private instructor	5.8	3.6	5.2	6.9	6.1	8.1	13.2
Other	10.3	10.9	8.6	10.1	10.7	15.2	13.2

[1] Okes, Op. cit., p. 20.

[2] Percentages total more than 100.0 due to participation in more than one instructional source of adult education.
Note: Detail may not add to total because of rounding.

CHART II

ADULTS AS FULL-TIME STUDENTS OR PARTICIPANTS IN ADULT EDUCATION, AS PERCENT OF TOTAL POPULATION, BY AGE GROUP: UNITED STATES, MAY 1969 [1]



* Persons age 35 and over were not asked if they were Full-Time students.

[1] Imogene E. Okes, Participation In Adult Education 1969 Initial Report. Washington: U.S. Government Printing Office, 1971. U.S. Department of Health, Education, and Welfare, Office of Education: (Bulletin 1971, No. HE 5.213:13041), p. 9.

TABLE II

LEVEL OF EDUCATION: WHITE AND BLACK ADULTS [1]
Source: U.S. Bureau of Census

Race and Sex	Persons 25 years old or older (1,000)	YEARS OF SCHOOL COMPLETED (percent distribution)							Median School Years Completed
		Elementary School			High School		College		
		Less than 5 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more	
Total, all races, March 1970	**109,310**	**5.3**	**9.1**	**13.4**	**17.1**	**34.0**	**10.2**	**11.1**	**12.2**
Male	51,784	5.9	9.4	13.6	16.1	30.1	10.8	14.1	12.2
Female	57,527	4.7	8.8	13.1	18.0	37.5	9.7	8.2	12.1
White	98,112	4.2	8.3	13.6	16.5	35.2	10.7	11.6	12.2
Male	46,606	4.5	8.8	13.9	15.6	30.9	11.3	15.0	12.2
Female	51,506	3.9	7.8	13.4	17.3	39.0	10.1	8.6	12.2
Negro	10,089	15.1	16.7	11.2	23.3	23.4	5.9	4.5	9.9
Male	4,619	18.6	16.0	11.1	21.9	22.2	5.7	4.5	9.6
Female	5,470	12.1	17.3	11.3	24.5	24.4	6.0	4.4	10.1

[1] "Level of Education: White and Black Adults", Almanac, The New York Times, 3rd ed., 1972, p. 402.

TABLE III

EDUCATION AND INCOME: WHITE AND BLACK ADULTS [1]
Source: U.S. Bureau of Census

Median Income of Men 25 to 54 Years Old By Educational Attainment

		Median Income 1969		
		Negro	White	All Races
Elementary:	Total	$3,291	$ 4,529	$ 4,285
	Less than 8 years	2,973	3,613	3,429
	8 years	4,293	5,460	5,345
High School:	Total	4,748	7,890	7,578
	1 to 3 years	5,222	7,309	7,079
	4 years	6,144	8,631	8,434
College:	1 or more years	8,567	12,437	12,255

The chart gives median income of men 25 to 54 years old by educational attainment in 1969. For the first time, the median income of Negro men in this age group who have completed four years of high school is higher than that for white men in this group with only eight years of elementary school.

[1] "Education and Income: White and Black Adults", Almanac, The New York Times, 3rd ed., 1972, p. 402.